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ABSTRACT

In 1992, Oakland Community College conducted a needs assessment study to assist in reviewing and evaluating proposed changes to the college's existing Communications Arts and Technology Program. Businesses and employers in the communications field were surveyed (n=40) regarding employment requirements and opportunities. Additional information was obtained from a literature search, examining data from government and public service agencies, and existing programs offered by both four-year and two-year colleges in Michigan. Highlighted findings included the following: (1) the majority of employers predicted a positive outlook for the industry despite the current effects of the recession; (2) Michigan was attempting to increase the amount of film and video production completed locally; (3) current employment prospects were limited; (4) 38% of employers expected to hire additional staff within the next 5 years, primarily to replace employee turnover; (5) the preferred credentials for employment were a Bachelor's degree (36%) and prior related work experience (26%); (6) both national and regional evidence suggested that opportunities for minority employment appeared to be good within this field; and (7) a considerable number and variety of communications programs were currently offered by colleges and universities in Southeast Michigan, though community college enrollments tended to be relatively low. Appendixes include a proposal for a combined academic/service college-wide video production capability, the survey instrument and responses, and a list of participating businesses and employers. Includes 13 references. (JSP)

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COMMUNICATIONS ARTS AND TECHNOLOGY PROGRAM
Needs Assessment

Prepared by:

Office of Institutional Planning and Analysis
Oakland Community College

March 1992

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COMMUNICATIONS ARTS AND TECHNOLOGY
NEEDS ASSESSMENT

EXECUTIVE SUMMARY

- This needs assessment relates to the proposal, submitted in Fall 1991, for a combined academic/service, college-wide, video production capability.

- Information on the need for the Communications Arts and Technology program at OCC was obtained from a survey of businesses and employers in the field, a literature search, data from government and public service agencies, and a study of existing programs offered by four year and community colleges.

- The communications industry, both nationally and locally, is in a state of rapid and intense change. Competition between different media is increasing and the technology is changing rapidly. The majority of employers predict a positive outlook for the industry despite the current effects of recession.

- There is a movement within Michigan to increase the amount of film production completed locally and the Southeast area of the state is developing a thriving video production segment of the industry.

- Current employment prospects in the industry are limited; networks are downsizing, advertising and public relations agencies are affected by the automotive industry cutbacks. Employers reported more applicants than job opportunities available.

- 38% of employers surveyed indicated that they expected to hire additional staff in the next five years, the most important reason being to replace employee turnover.

- The preferred credentials for employment among those employers surveyed were a B.A. degree preferred by 36% and prior related work experience preferred by 26%.

- National and regional evidence suggests that opportunities for minority employment appear to be good within the communications industry.

- A considerable number and wide variety of communications programs are offered by colleges and universities in Southeast Michigan. A number of these programs are currently undergoing review. At the community college level enrollments tend to be relatively low.

OAKLAND COMMUNITY COLLEGE
COMMUNICATIONS ARTS AND TECHNOLOGY PROGRAM
NEEDS ASSESSMENT

INTRODUCTION

The purpose of this report is to present information to assist in reviewing and evaluating the proposed changes in the existing Communications Arts and Technology program at Oakland Community College. Initiated by Mary Ann McGee, Interim Dean, Academic Services and Ted Rancont of the Communications Department, this assessment involved a comprehensive literature review, data supplied by MOIS and MESC, industry forecasts, an examination of related academic programs in institutions of higher education and a phone survey of potential employers.

Description of the Proposed Program

In October 1991 Ted Rancont presented a proposal for a combined academic and service, college-wide video production capability which would be combined with the academic Arts and Technology curriculum (Appendix A). The Communications department felt that the OCC campus-based video production courses needed up-dated equipment and additional personnel to maintain credible quality while OCC itself needed a quality in-house video production facility to support both academic disciplines and internal and external communications.

The program would be developed over a five year period using the basis of the existing Communications Arts and Technology hands-on courses. In the first year the new facilities would be organized by the present Communications staff, augmented by three adjuncts. The normal offerings of Communications Arts and Technology hands-on classes would run concurrently. In the second year of development two cable T.V. shows would be launched as part of expanded hands-on Communications offerings. In the third year restored radio courses and a new broadcast engineering course would be added. The fourth year would add expanded radio programming, video/audio engineering courses and an increase to three cable T.V.shows. Broadcast engineering would grow into a full certificate program. Video production and writing courses would be added in the fifth year together with a county newscast. A full range of video services would be available for the college by this stage.

Description of Occupation

The Dictionary of Occupational Titles defines Communications as those "Occupations concerned with recording, transcribing, reproducing and regulating the quality of voice, music and other sounds by the use of electronic equipment. They include occupations concerned with the motion picture industry, videotape and phonograph record production."

The Communications Arts and Technology program prepares its graduates for entry-level employment in television production, broadcast journalism, journalism, internal communications, public relations, writing for the media, and media management. The industry spans a wide diversity of occupational interests and is changing its character so fast that no single job description can cover the variety of career paths an individual with a Communications Arts and Technology background could follow. In addition, communications skills are becoming increasingly important and sought after in business, industry and public organizations.

Respondents to the OCC employers survey reported a wide variety of occupational titles for entry level employees in the field. Some of the more frequently mentioned job titles available to graduates in the field are:

1. T.V. programmer- An individual who works mainly in the cable T.V. industry and whose duties are primarily concerned with scheduling, particularly of commercials.

2. Production Assistant- Responsibilities are primarily in production but may also work remotes, board shifts, and may be on-air performers. 55% of production assistants write copy and 20% handle traffic.

3. Assistant Editor- Prepares written materials for publication; may be asked to conduct research, correct proofs, work with authors, select photographs and make page layouts. In the T.V. and film industry, assistant editors perform similar functions. They may edit motion picture film, T.V. or videotape and sound tracks, evaluate and select scenes, trim film segments, and review the assembled film or edited videotape. Editors may specialize in a particular field such as news.

4. Video Technician
5. Duplication Technician
6. Audio Engineer
7. Camera Operator
8. Lighting Technician
9. Colorist
10. Animator

These job titles are broadly grouped by MOIS as broadcast technician. The duties involve operating and assembling technical equipment. In small studios they may be expected to undertake a wide range of functions. They are no longer required to have an FCC radio/telephone licence but certification from the Society of Broadcast Engineers or the National Association of Radio and T.V. Engineers is desirable for career advancement.

11. Sales Assistant- 95% of the work of this position is involved with the servicing of accounts, 55% of sales assistants also write copy, 15% are involved in performance.

12. Traffic/Account Co-ordinator- These individuals usually work within an advertising agency and are primarily responsible for working with clients.

13. Account Executive- This is the same function as Traffic/Account Co-ordinator.

14. Copywriter- This job description usually involves taking news items from the wire services and other sources and rewriting information, developing story scripts, writing commercials. Scriptwriters and journalists perform similar functions. All of these individuals may work for radio/T.V. networks, other communications companies or work on a free-lance basis.

15. Video Journalist - Locates news or other outside broadcast events, prepares scripts and organizes field transmission to the T.V. station.

16. Public Relations Assistant- Responsibilities involve seeking to influence public opinion, advocating policies and explaining the practices of companies. They may be asked to study needs, objectives and policies, conduct research, prepare fact sheets, consult with advertising agencies, write speeches and represent their employers. They may work alone or as part of a team in a large organization.

Relation of Proposed Program to College Mission

The proposed Communications Arts and Technology program relates to the college mission in that it would enhance the efforts of OCC to maintain a flexible curriculum, "responsive to changing educational needs of the residents of the district. The range of learning experiences provided will include theory, practical applications and real-life situations." (Mission Goal C, Flexible Curriculum)

The program would also, enhance OCC's ability to prepare students in the key life skills of critical and analytical thought, communication, computation and physical well-being. "Students will enhance their general knowledge as well as augment their aesthetic and ethical sensibilities so they may link diverse experiences and develop their capacity to successfully complete functional, rigorous, up-to-date career or liberal arts and science programs." (Mission Goal E, General Education)

METHODOLOGY

Methods of Data Collection

In order to gain background information on the Communications industry a literature search was performed and a variety of professional, industry, public and regulatory bodies were contacted.

This was followed by a survey of employers, in which companies in the communications field were asked to respond to telephone interviews conducted between January 21 and February 4, 1992, regarding actual and potential employment opportunities (Appendix B). Further detailed information was sought from employers with regard to desired qualifications and specific skill levels for potential employees. Given the wide-ranging nature of the industry, an attempt was made to select companies from a variety of interests. Six major categories were determined representing cable T.V., advertising, video production, production, radio and T.V. stations, and other communications industries. Employers were randomly selected within these groups from a list developed from a variety of sources including Crain's List, The Adcrafter, The Video Register, the International Television Association Membership Directory, the Detroit Area Production Guide, and the Detroit News Business department (Appendix C).

In addition, an extensive and detailed review was made of existing Communications programs in Michigan. Comparison of enrollment and graduation trends were made and an examination of program content was completed.

Methods of Data Analysis

A total of 40 employers responded to the telephone survey. The data was analyzed by means of frequency distributions and content analysis of the verbal responses.

Table 1
Number of employers responding in each group

Cable T.V.	5
Advertising Agencies	5
Video Producers	7
Producers	6
Radio and T.V. Stations	10
Other Communications	7

ANALYSIS

Employment

On the national scale the communications industry is in a state of rapid and intense change. In telecommunications, competition is immense, between networks and cable, independent and public T.V. New technology such as direct broadcast satellites and low-power T.V. is being rapidly introduced. Industry watchers predict that by the year 2000 the industry will be broader in scope, less concentrated economically and technically more sophisticated. The market is becoming more fragmented as T.V. viewing, for example, already at a high level, is seen to be splitting into smaller segments with the challenge of cable. Networks are challenging F.C.C. financial interest and syndication rules to facilitate the syndication of their own programs to respond better to the competition of cable. If this is successful, employment may open up for more technical and creative people. Equally, the expansion of cable T.V. nationally may provide more employment for marketing and technical people.

Production tends to be concentrated in a group of independent companies in the Hollywood area who recruit film crews, bid for writers, producers and directors. The Broadcasting Industry Yearbook refers to these as "program factories." Technical developments inside T.V. stations; smaller lighter T.V. cameras, robotic cameras, smaller videotape recorders, computerized library management systems allow stations to function at very low levels of manpower twenty-four hours a day. Such developments reduce employment for engineers at local stations and place a premium on service and maintenance which require higher levels of technical skills.

Within Michigan, itself, the same trends are evident within the industry. However, the commercial and industrial film industry within the state is estimated to be the third largest in the U.S.A. and the video and post-production sectors are perceived as growth sectors, generating $161 million per year in sales. Only 50% of the big name companies in advertising actually film or produce in Michigan, but nearly all the finishing and post-production work is completed in Detroit. Detroit is also seen as a center for industrial training, sales and executive communication video production. The last fifteen years have seen immense growth in this field. In addition, there is a movement to encourage greater film production in the area with the development of the Michigan Film and Video Production Industry Coalition (MIPIC) to lobby for increased state help, specifically for the strengthening of the State Film Office. In 1990 Michigan's share of the $7.6 billion national film budget was only $160.5 million. Members of the industry hope to gain legislation for tax credits for film production in order to better compete with other states like South Carolina who offer such facilities.

Within the $120 billion U.S. advertising business a shift in emphasis is also taking place. There is a movement towards the more targeted market approach, often based upon consumer research techniques. This approach emphasizes the use of market research techniques; the measurement, profile and segmentation of consumers, a process helped by increased computerization which makes it easier to track consumer data, preferences and sales. This means that employers are beginning to look for different skills in terms of knowledge of marketing principles and techniques. Consumer research personnel are needed with extensive statistical and computer training and backgrounds in human behavior, social science or psychology combined with analytical skills.

Public relations continues to be a rapidly expanding field; it has grown by 33% in the last ten years and developed increased specialization. Corporate media used to be the main focus but public relations departments are now tending to become more integrated parts of companies, working on marketing, community and employee relations as well as the corporate image (Washington Research Associates- U.S. Employment Opportunities 1991).

Competition remains intense, however, for employment opportunities in both advertising and public relations, even for the "go-for" positions. The mergers of advertising companies in the late 1980s tended to reduce employment opportunities. Lack of employment security remains strong, loss of an account by an agency often means a loss of jobs. A perceived trend towards major advertisers using smaller agencies may bring increased employment opportunities as such agencies tend to be more flexible in their requirements for employment.

Current Employment

The MESC Bureau of Research and Statistics reports that employment in the communications industry within Michigan experienced a 5.0% decrease between 1988 and 1990.

Table 2
Employment in the Communications Industry in Michigan
MESC Bureau of Research and Statistics

PY* 1988	PY 1989	PY 1990	Number change	Percent change
19,032	18,695	18,081	-951	-5.0%

* Denotes planning year.

Available MOIS data indicates that 650 individuals were employed in 1988 in Michigan as broadcast technicians, 86.5% of whom work in radio and TV. Most radio stations employ less than 4 technicians while most TV stations employ at least 10. Employment opportunities tend to be regionally concentrated in the Detroit area.

MOIS further identifies 3,000 individuals working in the field of Public Relations, 7% of whom were self-employed while, the majority worked for service companies.

The employers contacted in the OCC telephone survey reported a wide diversity of job titles available for entry level employment. Those most frequently mentioned were; T.V. programmer, sales assistant, traffic/account co-ordinator, account executive, video journalist, production assistant, assistant editor, video technician, duplication technician, audio engineer, camera operator, lighting technician, colorist, animator, copywriter, and public relations assistant. The distribution of these job titles within the different sectors of the industry is indicated in table 3.

Table 3 -Job Distribution:
The number of companies in each category employing each position.

Job Title	Cable T.V.	Advert-ising	Video Product	Producer	Radio/ TV	General
Programmer	1					
Sales Assistant	3		1	1	2	1
Video Journalist	1				1	
Traffic	1	2			1	1
Account Executive		3			3	1
Production Assistant		2		3	6	3
Assistant Editor			5			2
Video Technician			5			
Duplication Technician			5			
Audio Engineer			1		1	
Camera Operator			1	3		
Lighting Technician			1	1		
Animator				1		
Public Relations					1	1
Copywriter		1			2	1
Colorist			1			

When asked if currently hiring, only seven of the forty companies surveyed (18%) were considering offering employment in these positions at the present time.

Table 4
Analysis of Employers Hiring Intentions

Employer type	Companies Hiring	Not Hiring
Cable T.V.	1	4
Advertising	1	4
Video Producers	1	6
Producers	1	5
Radio and T.V.Stations	2	8
General Communications	1	6
Total numbers	7	33

Respondents to the OCC employers phone survey cited the affects of recession in S.E. Michigan as primary factors determining their business and current hiring plans. Frequent references were made to downsizing by the radio and TV networks while retrenchment by the auto industry has directly affected advertising budgets. This affects not only those directly involved in the advertising business but others who provide services to the industry. Some evidence exists that Public Relations has fared better, as it is seen as a relatively inexpensive and cost-efficient method of advertising.

These comments are consistent with those of industry experts. Steve Ingram, Executive Director of the Society of Broadcast Engineers, based in Indianapolis, reported that currently employment prospects for his members are not good. In the short term the industry is suffering the effects of recession nationwide; many stations are downsizing and laying off experienced staff. In the long term he believes that employment prospects will revive as he estimates a significant number of older people in the industry will be ready to retire. Jim Worlimann, Chairman of the Certification Committee of the Society of Broadcast Engineers anticipated fewer job opportunities in the future for those with medium (operator) level skills. He commented that the demand will be for fewer but more skilled technicians able to provide maintenance to the increasingly automated technology and capable of solving the most technical problems.

An overwhelming number of respondents (90%) reported that they experienced no problem finding entry level employees. Many employers commented on the large number of resumes received each week by their companies, particularly in recent times. Of those who had difficulty in finding employees, the problem usually centered on the quality of applicants or on the need for additional specialist qualifications, such as foreign language skills requested by CNN for some job positions.

Future Employment

The MESC Bureau of Research and Statistics Occupational Employment Projections data predicts that employment within the field of communications will vary between a 29% growth rate for writers, editors, and camera operators and a 31% decline for broadcast technicians.

Table 5
Occupational Employment Projections

	1988	Forecast 2000	No.	Percent.	Growth	Replace-ment
Broadcast Technician	450	300	-150	-31%	-10	10
Camera Operators	150	200	+50	+29%	0	10
Producers, directors, entertainers.	750	850	+100	+20%	10	10
P.R. Specialists	1,750	1,850	+100	+8%	10	60
Radio/TV announcers & newscasters	350	450	+50	+16%	10	10
Writers, Editors.	3,400	4,400	+975	+29%	80	140

Source: MOIS

Where MOIS data is available, it confirms those trends, identified in the literature search. Broadcast technicians, for example, are predicted to decline in numbers from the 27,200 employed nationally in 1988. Job openings will be most likely available in small markets, cable and the non-broadcast industry including corporate video.

According to MOIS the number of camera operators in both the TV and movie industry is predicted to grow as fast as the average for all occupations through the year 2000. Competition for jobs in this field is expected to remain keen as the industry traditionally attracts more applicants than jobs available because of its glamorous image.

MOIS further predicts that public relations specialists should experience average growth in job opportunities to the year 2000. The majority of annual job openings will be related to replacement rather than growth and most will be available in urban areas with access to all media. Economic conditions affect the level of demand severely and competition for entry level jobs is high because they attract a large number of job seekers with varied educational backgrounds.

Radio/TV announcers and newscasters are predicted by MOIS to experience average growth in job opportunities to the year 2000. The majority of openings are expected to come from replacement; growth may come from the licensing of new stations and the increased production of their own programs by cable TV. Entry level jobs are more available in radio than TV, usually at smaller stations with lower pay.

MOIS predicts faster than average increase in salaried writers by the year 2000, a growth rate of between 20-30% is estimated. Competition for the entry level positions remains high.

The evidence of MESC and MOIS is confirmed by observations of industry experts like Dr. Bill Mossburger, President of the Broadcast Education Authority and a member of the faculty at the University of Texas, who predicts that the movement away from employment in broadcasting for communications graduates will continue. He directs his students towards the growth areas of corporate communications where entry level pay is better and corporate benefits are available. Dr. Mossburger believes that the communications area in education is over-expanded; he estimates 44,000 students graduate each year in communications. Of his own students less than 50% find employment within broadcasting or technology.

Of the 40 respondents to the OCC employers survey 15 (38%) stated that they intended to hire additional employees in the next five years. Fifty-five percent of the respondents rated communications as an excellent or good field to enter currently, on the other hand, 45% rated the field as average to poor. Many cited their belief in the long-term growth of the industry despite current recessionary effects as the rationale for their optimism. Representatives of radio and TV stations tended to be less optimistic than average. Narrative comments included the following:

"Cable TV has a growth rate of 25-35% per year. There is a lot of potential."
"A tough industry to enter - thriving once inside."
"Basically an expanding industry."
"Entertainment is a constant demand."

"Major changes are taking place in communications, not as great an opportunity as it was; growth has slowed down, radio is struggling against TV."

The majority of employers who were intending to hire in the next five years experienced difficulty in estimating the number of employees they would require, given the nature of the industry. Advertising, for example, traditionally has a high rate of employee turnover and companies often depend on the acquisition of new accounts in order to increase their staff. The major reason for hiring, cited by 69% of companies, was to replace employee turnover. In addition, 58% of the companies quoted expansion as their reason for additional hiring.

Demand for Retraining of Current Employees

In response to questions which asked employees to rate entry-level employees on how well prepared they were for their positions 36% replied that they found employees to be "adequately prepared", 47% found them "sometimes prepared" and 17% commented that they were "usually not prepared." The "usually not prepared" responses tended to be concentrated in the video producer and radio/TV stations groups of employers. Narrative comments reflected a perceived need for "hands on" training, industry experience and more realistic expectations. Typical comments in this vein were:

"Hands-on experience is lacking."
"No practical experience, hands-on, corporate or industrial."
"Not able to write."
"Too many graduates think they are over-qualified and can ask for top salary. Their attitude of "not my job" is inappropriate for this industry."

Twenty-seven of the 40 companies (68%) contacted, provided some form of on the job training for employees. The most frequently mentioned means of training were the provision of tuition re-imbursement and in-house seminars and training sessions. The latter were often sales or computer linked. Those least likely to offer tuition re-imbursement were the producer and video producer groups. Their emphasis was directed primarily to training for specific equipment or operations. This emphasis may well be related to the fact these tended to be smaller companies without the network support for training offered to radio and TV stations, for example.

The number of employers expressing an interest in sending employees to OCC for training was 36% of the total questioned. Sixty-four percent would not consider sending their employees to OCC for training. The highest positive response rate came from radio/TV stations where 44% of companies expressed interest and general communications where 43% were interested. Video producers and producers (29% and 17%) were least likely to send their employees to OCC for training.

Table 6
Employers interested in re-training of employees at OCC

Employer group	Yes	No
Cable TV	2 40%	3 60%
Advertising	2 40%	3 60%
Video Producers	2 29%	5 71%
Producers	1 17%	5 83%
Radio/TV stations	4 44%	5 56%
General Communications	3 43%	4 57%

Employee Benefits

Wage and Salary

Limited MOIS data is available based on employee benefits in the communications field. Broadcast Technicians earnings, for example, are linked to the size and location of the station for which they work, the degree of unionization, the scope of their duties, and their training and experience. The highest paid technicians are those licensed by the F.C.C. and performing a wide variety of functions. The highest pay is to be found in TV rather than radio and at commercial rather than public or educational stations. Large markets such as New York, Los Angeles, Chicago and Washington where much of the programming originates have the best paid technicians. In 1990, according to MOIS, 48% of broadcasting technicians earned between $15,000 and $30,000 per annum. In a large market highly experienced individuals could earn more than $60,000 annually. Most technicians receive paid vacation, life, accident, disability, medical and retirement plans, at least partially funded by their employers.

Annual salaries may be determined on a national scale for unionized technicians. MOIS reports the following rates in 1991;

Table 7
Salary data for broadcast technicians

	Starting salary	Average salary	Median Salary
Radio/TV	$18,700	$22,188	$20,000
Operating	$16,752	$21,877	$18,954
Maintenance	$21,894	$28,061	$27,062

Source: MOIS

MOIS reports that technicians salaries in Michigan are close to the national average, with Detroit and Grand Rapids providing the highest pay. In Michigan, 1990 graduates with B.A. degrees in telecommunications received an average starting salary of $22,226. This is consistent with data from the OCC employers survey which showed the salary range for entry-level staff ranged from $11,000 to $22,880 per annum depending upon the level of expertise required. It also relates well to the OCC graduate follow-up survey of communications students which indicated salary levels between $10,000 and $22,500, with 40% of the sample at the lower end of the scale.

In the Public relations field the evidence of MOIS shows that salaries vary with the type of business, its location and size, and the individual's education and experience. Large companies usually pay more than specialists in private consulting firms. In 1990 recent graduates had average salary offers of $20,322 within a range from $14,440 to $25,000. The OCC employer survey identified an average entry level salary of $20,000.

Salaries for radio and TV announcers follow a similar pattern to those of broadcast technicians in their relationship to the size and type of the market in which individuals are working. Median salaries in 1991 for reporters varied from $13,600 in radio to $19,240 in TV. For anchors the median was $15,600 in radio and $34,060 in TV.

Writers salaries vary extensively; MOIS quotes a possible range of $2,000 to $1,000,000 per year. Salaries are often very low at first, typically only free-lance work may be available and writers may undertake supplemental work until sustained employment can be obtained. The average starting salary of a B.A. graduate in full time employment was $18,113 in 1991. The OCC employers survey showed an average entry-level salary of $16,750 for video journalists, of $17,125 for copywriters and of $15,550 for assistant editors.

Advancement Opportunities

Communications is an intensely competitive industry, both to enter and in which to seek advancement. Both employers and experts refer frequently to the large numbers of graduates attracted by its "glamorous" image. Evidence from the OCC employers survey confirmed the patterns of advancement described in the professional literature.

For most of the positions linked to radio and TV, from broadcast technician, production assistant, to announcers and writers the career path is traditionally from small to large stations, public to commercial, radio to TV. Broadcast technicians usually require a bachelors degree in engineering to acquire supervisory or management positions in large organizations. Others specialize in a particular field and move to a more narrowly defined specialist position in a large company or may choose to set up their own small specialist organization. Production assistants may move to project co-ordinator, assistant producer and producer, frequently also changing companies to gain experience.

Advertising and public relations specialists appear to have the most structured career paths available to them. Employers in these fields usually referred to a linear progression from sales representative or assistant account representative through account executive and supervisor to director. A heavy turnover of employees is traditional in this field, however, particularly with the loss of an account. Public relation specialists may move from co-ordinator to assistant manager and the more creative positions to marketing director or establish their own small company with experience gained.

The production and video companies contacted in the OCC survey appear to have the least structured career development. They tend to have a number of specialists working together in a team often directly organized by the owner or director of the company. Movement typically is to a larger company or to set up another small business.

Opportunities for Minorities

The Federal Communications Commission Trend report of 1989 on Broadcast and Cable employment, compiled from industry-wide statistics submitted annually, reported that minority and female employment representation in the industry gained between 1985 and 1989. Female employment rose to 39% and minority representation to 18%, in comparison with national work force representation of 45% and 22% respectively. The Commission concluded that the communications industry would appear to be more open to women and minorities. Walter Williamson of WJZZ/WCHB and Vice President of Blacks in Advertising, Radio and TV agreed with this assessment; he sees prospects for minorities in S.E. Michigan as excellent, particularly in radio and advertising. His organization sends newsletters and holds career days for minority college and university students.

The National Association of Broadcasters operates a clearing house system in order to try and increase minority employment. The American Women in Radio and TV operate a similar system designed to help women enter and advance in the industry. The WJR radio station quoted a training program sponsored by the Capital Cities network, designed specifically to improve management skills of females and thus increase their numbers in higher management.

Occupation

Level of Training Needed

Employers responding to the OCC survey were asked to indicate the level of experience or credentials required for employment.The most common required qualification was a B.A. degree; this was required for 26 of the 73 positions surveyed. Prior related work experience was the second most frequently specified requirement, followed by an Associate degree. The Associate degree was most likely to be required for the sales assistant, production assistant and video journalist positions. This is consistent with information from MOIS which indicates that most broadcast technicians enter the occupation by means of Certificate or Associate degree, with an engineering degree required for advancement to more senior positions. A B.A. degree was usually required for positions in advertising and public relations, again consistent with the literature evidence, which also emphasizes the need for internships.

Table 8
Experience/credentials required for individual job titles.

	No prior work exp.	Prior related work exp.	Prior work exp.	Assoc. degree	B.A. Degree
TV Programmer				1	
Production Assist.		5	2	3	4
Assist Editor		3	3		4
Video Technician		2	2	1	
Duplication Tech.	1	2	2		
Audio Engineer		1	1		
Camera Operator		1	2		1
Lighting Tech.		2			
Colorist			1		
Animator				1	
Sales Assistant		2		3	3
Traffic/Acc.					5
Account Executive		1	1		5
Copywriter			1		3
Video Journalist				2	
Public Relations			1		1
Totals	1	19	16	11	26

In recent years there has been extensive professional and academic literature devoted to the nature of the training needed by the communications industry. The Roper report of December 1987, "Electronic Media Career Preparation Study", identified deficiencies in the curriculum at that time in four major areas :

1. Entry level job applicants were given unrealistic career expectations.
2. Entry level job applicants did not possess adequate hands-on experience in broadcast or cable.
3. Colleges and universities were giving a good overview of the field but were failing to provide practical knowledge for the real world.
4. The students were not receiving sufficient exposure to people with recent experience of, or current employment in, the media.

This report elicited much discussion and some criticism from academics who were concerned that the proposed changes would dilute the intellectual challenge of communications courses (Reference papers presented by Yahya P. Kamalipour and Jeffrey McCall, cited in Appendix A). Since 1987 there has been considerable debate on how to resolve the demand for both intellectual challenge and hands-on courses, given research evidence that both students and parents view such courses mainly as a training ground for employment.

Recent researchers in the field have supported the need for broad liberal arts education, including exposure to diverse cultures, politics, international problems, and the interconnected nature of global affairs. Skill oriented programs alone cannot guarantee employment especially in the electronic media field where skills date so quickly. A national survey in 1990, quoted in Broadcast Education, "Fighting the Trade School Image" showed that most current programs follow the broad liberal arts pattern, in that of the 126-130 required credits 20 or less comprise hands-on experience, usually in radio, TV production, video and internships. The Indiana Report, a telecommunications curriculum recommended by professional broadcasters, summarized their advice to communications students in the following six points:

1. Get a broad-based liberal arts education.
2. Learn to read, write and think.
3. Get as much practical experience as you can.
4. Be sure to intern.
5. Be sure to learn as much as possible in all areas.
6. Do not specialize.

Similar evidence came from Dr. Bill Mosbacher of the University of Texas. He reported that his courses are developed as widely as possible so that students have broad skills, useful for other management functions should they choose not or be unable to work in Communications. He sees a need to further develop business management skills within the program. Dr. Mosbacher also reported that the University of Texas is reconsidering the role of their studio facility and may well move to a video facility. The studio is able to handle a large number of students per semester but he sees video techniques as being more relevant to industry practice.

A more detailed analysis of employers training requirements was made by the OCC survey, which questioned employers on the skills they needed from entry-level employees. Major skills were identified from the literature on the subject and employers were asked to rate their importance. Those skills rated very important or important by more than 50% of employers were problem solving, interpersonal skills, the ability to work as a team member, good speaking skills, the ability to use individual initiative, organizational skill and strong writing skills. The broadcast technicians group tended to have greater emphasis placed upon problem solving and organizational skills than other groups. However, the general conclusions matched closely with a survey completed by the International Radio and TV Society in New York in 1989. Professional broadcasters were asked what skills they expected of broadcast students and reported the following six skills; the ability to write and speak clearly, the understanding of communications media, problem solving, inter-personal skills, organizational and technical skills and the right attitude.

Most of the professional literature and many of the surveys made of the industry emphasize the need for internships for communications students. Sixty-eight percent of employers responding in the OCC survey were willing to have an intern from OCC. Of the employer groups surveyed the producers and video producers were least willing to have interns, while the radio and TV stations were most willing.

Adequacy of Currently Available Training

Community colleges in Michigan offer a wide range of programs in the communications field. The largest enrollment in the years between 1988-1990, the latest available figures, is in the Radio/TV production sections and in Journalism.

Table 9
Enrollment in Community College Communications courses.

	1988-89	1989-90
Radio/TV Production	766	620
Journalism	359	407
Communications Technology	85	216
Communications	8	52
Radio/TV	6	
Radio/TV News Broadcast	1	3
Advertising	17	26
Public Relations	7	10

Source: Michigan Department of Education

Communications programs are offered by the following Community colleges in the S.E. Michigan area.

Delta College: Offers an Associate in Applied Science degree divided into two focus tracks, radio and TV. Delta operates two public TV stations, a public radio station, a student TV production studio and an audio production studio. Twenty-one students graduated from the program between 1987 and 1991. A total of 111 students are currently enrolled.

Henry Ford Community College: Offers an Associate in Arts degree in Mass Communications in the Performing Arts Department. It is designed for the student interested in careers in advertising, public relations, journalism and program production for radio, TV and films. It provides a foundation for a four year degree in Mass Communications and includes both radio and TV practicums and internships. Twenty-four students graduated from the program between 1987 and 1991. Current enrollment is 171.

Highland Park Community College: Offers a Visual and Applied Communications program which is less than one year old. Three faculty are involved with the program which is described by the department as having many "hands-on" aspects, particularly with the use of cameras and editing machines. There are no graduates of the program yet but between 15-20 students are enrolled.

Jackson Community College: Offers communications courses within the English department as part of an Associate degree in Arts. These courses are designed primarily as transfer courses to a four year college. There is currently no enrollment.

Kellogg Community College: Offers a communications technology program which includes three specialized tracks of radio/TV broadcasting, video production and production graphics, leading to an Associate in Applied Science degree. The program emphasizes internships and instruction based upon current industry practice and equipment.

Lansing Community College: Offers an Associate of Applied Science degree in Media Technology, including 40 courses with specialty tracks in video production, radio broadcasting, audio production and recording. The program can be completed in two years and involves a "hands-on" approach to video, audio production, recording and radio. Dr. James Green reported that students have access to the TV studio, Lansing Channel 33, the closed circuit TV network, radio station and large group media facilities.

St. Clair Community College: Offers an Associate Degree in Communications Media with either journalism or broadcast communications specialization.

Schoolcraft Community College: Offers a Broadcast Communication Associates degree for graduates of the Specs Howard School of Broadcast Arts. Students complete 15 hours of specialist training at Specs Howard and 45 hours of general education requirements at Schoolcraft.

Washtenaw Community College: Offers Communications and Theater courses directed towards speech and performance in the mass media.

Four year Colleges and Universities

Four year colleges and universities in S.E. Michigan which offer programs in communications include;

Madonna University: Offers a Video Communications major and minor program, introduced in 1989, which can provide a four year or an Associate degree. Patricia Derry, Director of Media Services, reported that the program evolved from the college's previous television courses and the experience of faculty employed in the industry; no needs assessment was conducted. She stated her belief that the four year degree was the critical element; employers do not want graduates simply to know how to run equipment but require the adaptability, flexibility, thinking and writing skills provided by a Liberal Arts degree. The program is said to be very production orientated towards the video and corporate marketing aspects of the business. They have a sophisticated editing suite and are able to teach the principles of computer editing. Training for teleconferencing is available and students produce a cable show called "Madonna Magazine" shown locally. Their current concern is with the movement towards automation in the industry and they are considering modifying the program to include more computer graphics and business courses. Patricia Derry commented further that the program remains a comparatively small major with a current enrollment of 17 but is an expensive program to run. The general budget provisions of the college provide maintenance of the facilities but fund-raising is needed to keep pace with new technology. The facilities are rented to outside business and community groups providing revenue of approximately $15,000 per year. She also commented that the degree of technical support required by students can prove expensive; the full-time media staff double as technical assistants for the program.

Western Michigan University: Is offering a new program beginning in Fall 1992. Dr.Deaker, a faculty member, commented that the new program has been developed in response to dissatisfaction felt by faculty with the quality of graduates from the previous program. He indicated that the new program is outcome

assessment driven and that the department hopes to achieve greater clarity and definition of programs, to sharpen the focus and develop more demanding courses. The previous general course will be replaced by six new more specific majors. Current enrollment is 794 students, 950 students graduated between 1987 and 1991.

Oakland University: Jane Briggs-Bunting, Chair of Rhetoric, Communications and Journalism, reported that Oakland University is also intending to change its Communications program in an effort to broaden its scope, the faculty considered too many students to be looking too narrowly. There will be two major general areas; one of theory, rhetoric, group dynamics and the second in the area of applied communications,such as broadcasting and speaking. A public service internship would be required and a co-requisite of one year of foreign language.

St. Mary's College: The academic dean reported that St. Mary's College is in the process of revising their Communications program, which they regarded as too unfocused. Since 1990 both faculty and administration have been moving towards a change of direction. A major consideration has been their inability to keep up with the cost of changing demands for technology. In the future they will offer only one course in radio and TV which will be part theoretical and part "hands-on", with community resources assisting with the "hands-on" section. The program will be more directed towards public relations, advertising and marketing with a heavy emphasis on writing and speech skills.

University of Michigan - Flint: Offers a four year Liberal Arts degree in Communications and a four year B.A. in Film and Video. The latter includes both theory and practice with practical courses offered in film-making, video and computer animation. A total of 185 students are currently enrolled and 100 graduated between 1988 and 1991.

Michigan State University: Offers an undergraduate degree in Journalism, which emphasizes a broad general education in the liberal arts, a firm grasp of writing skills and the ability to communicate. This program has shown a gradual upward trend in the numbers of graduates between 1987 and 1991. In contrast the undergraduate degree in the department of Tele-communications has shown a slow downward trend from a peak of 264 graduates in 1987 to 179 in 1991. The program emphasizes broad education in the early terms with a later concentration on tele-communications and subdivisions of the field. Community college students may transfer with a maximum of 15 credits in tele-communications courses.

Ferris State: Offers a Bachelor of Science in Business with an Advertising major which comprises a four year program with a broad background in general studies and business combined with intensive preparation in the skills and techniques of advertising. A two-year transfer degree is offered to students with an accredited

associate degree. Fifty-four students graduated from the program between 1987 and 1990. In addition, a Bachelor of Science degree in TV production, involving two terms of internship, is offered. One hundred, twenty-three students graduated from the program between 1987 and 1990.

Wayne State University: Offers a four year B.A. in Communications in the college of Fine and Performing Arts. Five majors are offered in the fields of Radio/TV, Film Studies, Speech, Journalism and Public Relations.

Preliminary Cost Estimate

The proposed revised Communication Arts and Technology program detailed costs for the proposed program in terms of space, equipment, personnel and expendables together with an annual maintenance and replacement budget.

Space requirements are for approximately 14,500 sq. ft. to comprise offices, classrooms, conference rooms, editing suites, an audio booth, storage, work rooms, shop, a video control room and a high-ceilinged TV studio. The costs of this space provision would be dependent on decisions to lease, buy or convert existing premises. The cost could range between $1,250,000 for the purchase of a building and $145,860 for lease.

Equipment costs related to an OCC TV control room were estimated in the proposal, to be $118,900. With a production studio estimated at $126,220, and an initial stock of expendables, capital equipment and start-up costs would total $250,000.

The total annual budget required is estimated at $20,000, composed of $3,500 for purchase of annual expendables and $16,500 for regular maintenance and replacement.

Many of the faculty working in the field, at other institutions, have referred to the comparatively high costs involved in similar programs, given the nature of the technology involved and the speed at which it becomes dated. There is also an identified need for technical assistance for students which may involve further cost.

SUMMARY

Communications is a varied, competitive, fast-paced and changing industry. Many areas of the industry are currently suffering the effects of recession although there seems to be a feeling that in the long-term it is a growing industry with good prospects for employment. There is, however, a perception among employers that a large pool of recruits is available to them, perhaps attracted by the popular image of the industry. In this situation, it would appear that a large proportion of employers consider a B.A. the desired qualification for employment, followed by work experience. A considerable number and a wide variety of communications programs are in place in S.E. Michigan. The on-going discussion about the nature of communications training is reflected by the number of these programs currently being reviewed. At the community college level it would appear that enrollments tend to be comparatively small. This correlates with a perceived need for small classes and the high cost of providing and maintaining the required technology.

APPENDIX A

P R O P O S A L

for a

C O M B I N E D

Academic and Service

C O L L E G E - W I D E

VIDEO PRODUCTION CAPABILITY

prepared by

Ted Rancont

at the request of

Dan Jaksen

31 October 1991

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PROPOSAL

for a

COMBINED

Academic and Service

COLLEGE-WIDE

VIDEO PRODUCTION CAPABILITY

the problems:

OCC needs quality in-house video production to foster internal and external communications and to support academic disciplines across the curriculum.

OCC's campus-based video production courses need re-equipment and additional personnel to maintain credible quality.

Quality video is too cost-intensive to be funded indefinitely by a single campus.

the solution:

Integrate college-wide video services with a college-wide video curriculum.

image building:

College-wide video production services could enhance public relations in several ways:

STOCK FOOTAGE . . .

A library of miscellaneous OCC moving images could be built and kept updated for quick ad hoc editing into finished pieces to seize specific opportunities for public showing. The collection could include prepared logos, introductions, tags, interviews, bumpers and other ready-to-edit materials that would permit rapid creation of presentations.

VIDEO ARCHIVE . . .

The masters of finished videotapes, both those produced in-house and those collected from the public domain, could constitute a college-wide archive. Air-ready copies of archival footage could be made available for general use, with accompanying OCC identification, and for use in others' productions with an OCC credit line. In addition to garnering such free exposure, the archive could become documentation of record, with appropriate citations in the press and in regional historians' work.

HUMAN TREASURES OF OAKLAND COUNTY . . .

OCC-TV could videotape local artists, performers, writers, philosophers, folklorists, and other individuals whose special talents and insights otherwise might be lost. These preserved human treasures could constitute a unique, fascinating and valuable subset within LRC collections and the College's video archive. Each shoot and each public showing of a human treasures tape could occasion free media coverage. And mere existence of the activity could stimulate positive word-of-mouth.

TELECONFERENCING . . .

OCC-TV facilities and personnel could be available to community businesses for a fair competitive fee and to non-profit institutions at modest cost for their own teleconferences. This would give Broadcasting students added experience in marketable hands-on skills, help pay general maintenance, and extend the range of public awareness of the College.

COMMUNITY BULLETIN BOARD . . .

In addition to OCC programs, announcements and courses, the College's cable TV channels could provide a nearly county-wide clearinghouse for community messages. This service would help identify OCC as a significant participant in community affairs while building viewership for the College material on the channels.

OUTREACH . . .

OCC students and faculty could cultivate reciprocal creative and production involvement in community cable television, as class exercises and as extracurricular activity. Joint projects would expand students' opportunities to learn a variety of hardware systems while gaining OCC positive exposure.

CABLE SHOWS . . .

As in the past, regular cable programming could provide hands-on opportunities for Broadcasting students plus continuing free promotion of OCC and all of its curricula. Two student-produced half hours per week were distributed countywide for many years before the Orchard Ridge TV studio was closed. These were a talk show, OAKLAND COUNTY CONNECTION, and an arts program, THE ARTS IN REVIEW. Both could be revived, and more added. Planned but not activated, for example, were a semi-documentary, DID YOU KNOW?, and a special-events program, OCC-TV PRESENTS. An OCC-produced county NEWSCAST also would be possible, identifying the College as an important community service while gaining additional regular free cable time.

academic support:

College-wide video presentation capability could facilitate learning in several ways:

LECTURES & DEMONSTRATIONS . . .

The College could encourage instructors to videotape virtuoso lectures and demonstrations for student review plus emergency class use. With creative and production assistance available, faculty would be invited to prepare one-time super presentations. These packages would become a new academic resource. And, if copyrighted and distributed, some might even generate outside income for instructors.

SYLLABUS CONTENT . . .

OCC-TV could assist instructors to videotape repetitive housekeeping and introductory course material that now occupies contact time which might better be spent on more substantive communication. Tapes could be shown in classes or viewed by students before first class meetings, then placed in LRC's for random review.

INTERACTIVE CAI . . .

Interactive computer assisted instruction using video imagery on laser discs is becoming the training method of choice for business and industry. It's efficient, effective, and more student-tolerant than traditional approaches. Higher education is beginning to explore the potential. OCC could be building toward this important capability.

LOCALIZATION . . .

One factor inhibiting faculty use of excellent outside pre-recorded materials is that few packages fit perfectly 'as is' into OCC courses. Capability to edit, rearrange, and supplement could enrich the curriculum by expanding instructor options to incorporate off-the-shelf educational and commercial videos into classes.

TELECOURSES . . .

A full spectrum of normal OCC courses (using material from vendors localized in-house, as well as inside productions) could be offered on cable television for a variety of publics not currently reached by the College. It could become possible, for example, for students who are employed full-time to earn an Associate degree partly from their living rooms. An interactive environment combining cable TV with modems could make it practical for shut-ins and students without transportation to attend OCC nearly entirely from their home computers.

CROSS-DISCIPLINE SHARING . . .

Many OCC faculty possess expertise that would be highly relevant to narrow subject units within other academic disciplines. Students are rarely exposed to this valuable in-house talent because of the difficulty of scheduling classroom visits by colleagues. The videotaped lectures and demonstrations suggested above easily could be imported by other instructors across the curriculum.

communication:

A college-wide video production service could make answers simpler and more exciting:

IN-HOUSE INFORMATION . . .

The College could build a collection of videos on registration, financial aid, degree requirements, etc. -- timeless information whose dissemination now occupies staff time at the cost of more productive effort. Videotaped materials also would insure consistency, protecting students and the College from the occasional inaccuracies or omissions easily produced by repetitive human briefings.

VIDEO BROCHURES . . .

Students' detailed concerns about the content of academic and vocational programs are best met by the faculty and staff directly involved. But often these people are not available when and where students have searching questions. The College could assist Departments to create comprehensive video brochures on their programs and facilities, including a glimpse of their instructors, for showing by counselors and others at points of initial contact. A library of videotaped brochures could be available for on-demand playback at registration centers

These are but a few possibilities.

A college-wide facility could tap COM students, faculty and staff for creative and production input serving all of OCC. By combining voc/tech training, academic enrichment, public relations, and inside communications product, such an approach probably could prove cost-effective.

the cost:

A combined college-wide video production and vocational/technical academic facility would involve various contiguous spaces, equipment, personnel and expendables, along with an annual maintenance & replacement budget.

SPACE REQUIREMENT . . .

Approximately 14,500 sq.ft. would be needed, with most spaces near each other. The complex would comprise offices, classrooms, conference rooms, editing suites, audio booth, storage and work rooms, shop, a video control room, and a high-ceilinged TV studio of approximately 7,000 unobstructed sq.ft. - plus nearby parking.

Housing possibilities might include several former K-12 buildings with gymnasiums that are currently closed or semi-retired around the County. Purchase and remodeling costs would depend on the particular schools.

Another possibility might be any of several unoccupied commercial structures. Typical of what's currently on the market is the former AAA Farmington Hills offices on 12-Mile Road, one block from the Orchard Ridge Campus. This excellent 14,586 sq.ft. brick building sits on 2 1/2 landscaped acres with 112 paved parking spots. Interior spaces could be adapted with minimal modification. The vacant building has been for sale for some time at $1,250,000 -- or for lease at $145,860. Utilities when the Auto Club occupied it ran $72,930 per year.

The possibility of remodeling existing OCC spaces or constructing new space also depends on variables. Assessing this clearly more expensive alternative might require detailed architectural studies and a close examination of long-range funding.

HARDWARE NEEDS . . .

A new video studio and control room would be combined with existing field production and editing equipment to create a fully capable college-wide facility. Estimates are based on list prices, not discounted for highly likely vendor breaks on package purchases.

OCC-TV contol room :

Production Switcher	$ 20,000	
8 Monitor Pairs @ $1,800	14,400	
Audio Mixer	5,000	
Character Generator	9,000	
4 Camera Control Units @ $3,000 .	12,000	
2 Video Recorders @ $4,000	8,000	
Editing Videocassette Recorder ..	6,000	
Time Base Correcter	4,200	
Editing Controller	2,200	
Waveform Monitor	5,000	
Vectorscope	7,000	
Sync Generator	3,000	
6 Distribution Amplifiers @ $300.	1,800	
Video Patch Bay	800	
Production Timer	250	
Event timer	350	
Assorted Cable & Connecters	900	
Control Room Speaker	200	
Talkback System	500	
Intercom System	5,000	
Rack-mount & Countertop Cabinets	7,000	
Furniture	2,000	
Miscellaneous Hardware	+ 1,000	
	$ 115,600	
Engineering	2,500	
Installation	+ 800	
	$ 118,900	$ 118,900

Carried forward to page 11 ..... $ 118,900

Carried forward from page 10		$ 118,900
OCC-TV production studio :		
4 cameras @ $7,000	$ 28,000	
4 Camera Pedestals @ $4,000	16,000	
75 Lighting Instruments @ $250 ..	18,750	
3 Teleprompters @ $850	2,550	
Light Patch Bay with Dimmers	9,000	
Lighting Grid	9,000	
Studio Monitor	800	
Light Ladder	600	
Audio Patch Bay	800	
2 Microphone Booms @ $1,200	2,400	
4 Boom Microphones @ $800	3,200	
8 Lavaliere Microphones @ $250 ..	2,000	
2 Stand Microphones @ $200	400	
2 Microphone Stands @ $85	170	
Curtains & Track	10,000	
Cyclorama & Drops	5,000	
Risers	2,000	
Assorted Props & Scenery	3,000	
Assorted Cable & Connecters	5,000	
3 Graphics Easels @ $250	750	
Miscellaneous Hardware	800	
Sound Isolation	+ 3,500	
	$ 123,720	
Engineering	1,500	
Installation	+ 1,000	
	$ 126,220	$ 126,220
		$ 245,120
Initial Stock of Expendables		+ 4,880
Capital equipment & start-up		$ 250,000

PERSONNEL . . .

A combined academic/service college-wide video facility could begin with existing faculty and administrators, but staff would have to grow as activity increased. Following is a possible 5-year development calendar.

FIRST YEAR :

Present 1 1/2 full-time COM faculty, augmented by 3 adjuncts and assisted by vendors and other OCC staff, would organize the new facilities. This would be accomplished concurrently with normal offerings of Communication Arts and Technology hands-on classes. Oversight would be provided by an existing administrator.

Foundations would be laid and a learning curve begun during the year for later initiation of college-wide video services. The preparations might require partial released time for a COM faculty member and a partial rearrangement of responsibilities for an administrator.

SECOND YEAR :

Both present full-time COM faculty would make their full loads in video courses. The C.A.T. program would utilize 4 adjuncts and 2 student assistants would be hired. Two cable TV shows would be launched as part of expanding hands-on COM offerings.

Preparations for college-wide video services would continue, including a start on one or more projects and planning of others. Released time or a supplemental contract would cover COM faculty involvement in the activity. As the year progressed, OCC-TV would require greater involvement by an administrator.

THIRD YEAR :

A new full-time instructor would be added to the COM faculty, with combined academic and sevice tasks for the new hire or an existing COM instructor. Restored radio courses and a new broadcast engineering course would be added to C.A.T. program offerings. A new full-time paraprofessional/technician position with combined duties would be created. The use of 4 or more adjuncts would continue. A third cable TV show and a radio show would begin as part of hands-on COM courses.

College-wide video services would expand to more projects and active recruitment of work would begin. OCC-TV would become a major responsibility for an administrator.

FOURTH YEAR :

A full-time technician who also could teach video/audio engineering, plus a third student assistant, would be added to the 3 full-time COM faculty, paraprofessional/technician and 4 adjuncts working with OCC-TV. The three cable TV shows would continue to be produced as part of C.A.T. classes, along with expanded radio programming. Broadcast engineering offerings would grow into a full Certificate program.

College-wide video services would be mounting multiple projects, including a start on Computer Assisted Instruction research and preparation. OCC-TV would become the principal responsibility of an administrator.

FIFTH YEAR :

A full-time writer/producer/director who also could teach video production and writing, plus a fourth paid student assistant, would be added to the 3 full-time faculty, parapro/technician, technician, 4 adjuncts and 3 student assistants working in OCC-TV. A county newscast would be added to the regular 3 cable TV shows and radio programming produced in C.A.T. classes.

A full spectrum of college-wide video services would be in place, with multiple ongoing projects. CAI materials would be in production, with continuing missionary work in this area and in recruitment of other academic support activities. OCC-TV would require a full-time administrator.

EXPENDABLES . . .

Annual expendables would include lamps, gels, videotape, audiotape, floppy discs, office supplies, connecters, adapters, miscellaneous small hardware, experimental software, custom labels, art supplies, building materials, etc.

ESTIMATE = approx. $ 3,500

MAINTENANCE & REPLACEMENT . . .

Electronics require regular preventative maintenance and routine re-calibration by an engineer. Most video equipment has a useful life of five years or less, and computers become obsolete even more quickly, dictating a regular annual replacement schedule.

ESTIMATE = approx. $ 16,500

APPENDIX B

OAKLAND COMMUNITY COLLEGE
COMMUNICATIONS ARTS AND TECHNOLOGY
NEEDS ASSESSMENT SURVEY

INSTRUCTIONS: Please respond to each of the following questions using your knowledge of current and future employment needs in the Communications industry. This could include employment areas such as Radio, T.V. and Video production, journalism, broadcast journalism, public relations, internal communications, writing for the media and media management. The information which you provide will help Oakland Community College to assess the need and type of program it will offer in Southeast Michigan.

When you have completed the survey, place it in the pre-addressed, postage-paid envelope and mail. All responses will be kept confidential. Thank you for helping Oakland Community College.

1. Which positions in your company are held by employees with background or qualifications in Communications? What is the salary range for these positions?

Job Titles	Entry Level Salary Range
_____	$ _____ to $ _____
_____	$ _____ to $ _____
_____	$ _____ to $ _____
_____	$ _____ to $ _____
_____	$ _____ to $ _____

2. Are you currently hiring in these areas?

Yes_____
No _____

3. How many employees do you expect to hire in these areas in the next five years?

_____ employees

4. What is the most likely reason for hiring employees in the next five years?

a) Expansion of the company
b) Employee turnover
c) Other reasons

5a. How would you rate the communications industry as a field to enter currently?

a) Excellent _____
b) Good _____
c) Average _____
d) Fair _____
e) Poor _____

5b. Please explain_____
_____

6. Do you experience any difficulty finding entry level employees?
Yes _____
No _____

7a. Do you feel that new entry personnel you hire are prepared for jobs in the communications field?

a) Adequately prepared _____
b) Sometimes prepared _____
c) Usually not prepared _____

7b. If you answered 'not prepared' please explain in what ways they are unprepared for employment.
_____
_____

8. What are the minimum qualifications required by your company for employees in the communications field?

a) No prior related work experience or education

b) Prior related work experience
c) Prior work experience in communications
d) Associate Degree in Communications
e) Bachelors Degree in Communications
f) Other, please explain: _____

9. Please rate the following skills for employees by considering:
1= Very important, 2=Important, 3= Useful, 4= Not important

a) Strong writing skills	1	2	3	4	
b) Good speaking skills	1	2	3	4	
c) Problem solving skills		1	2	3	4
d) Interpersonal skills	1	2	3	4	
e) Ability to work as a team member		1	2	3	4
f) Interviewing skills		1	2	3	4
g) Ability to use individual iniative		1	2	3	4
h) Organizational skill	1	2	3	4	
i) Knowledge of software	1	2	3	4	
j) Knowledge of hardware	1	2	3	4	
k) Ability to operate broadcast equipment		1	2	3	4
l) Knowledge of sales techniques		1	2	3	4
m) Research skills		1	2	3	4

n) Other (please list) _____

10. What related advancement opportunities are available in your business for employees with Communications Arts and Technology skills? Please give examples of job titles: _____

11. What kind of professional development opportunities are available for your employees? _____

12. Would you consider sending employees to O.C.C. for further training?
Yes _____
No _____

13. Would your firm be willing to have an O.C.C. student work as an intern during their academic training?

Yes
No
Uncertain, please explain _____

14. General comments: _____

In case we have follow-up questions after reviewing your responses, would you please provide your name and phone number where you can be contacted during regular office hours? Thank you.

Name: _____ Phone: _____

Title: _____

Name of firm: _____

Thank you for helping O.C.C. determine the future of the Communications Arts and Technology program. If you have any questions, please contact the Office of Planning and Analysis at (313) 471-7746.

APPENDIX C

Communications Arts and Technology Survey Narratives

Question 5: How would you rate the communications industry as a field to enter currently ? Please explain.

01 There is growth and long term development of the industry.

02 Cable industry has been growing rapidly. Communications seen as a soft option at college.

03 Cable T.V. growth 25-35% per year-There is a lot of potential.

04 Economy is poor. Many people are laid off. Less jobs for writers, networks decline.

05 Basically an expanding industry.

06 Tough to enter and competitive. Need to gain exposure, insight, rewarding work.

07 Service industry which is basically thriving, despite current economy.

08 Competitive, more advertising needed with 36 cable channels, more creative-direct marketing-opportunity.

09 Tough to enter,-thriving industry once inside.

10 Economic significance. Larger agencies are cutting back, freelance work being done but basically is a strong industry with potential.

11 Interest,-sophistication of equipment.

12 It is a good career because there is a lot of versatility, scope for opportunity. People with responsibility.

13 Lots of competition for entry level. Several resumes a day.

14 Very risky, pay high, job availability low, employment.

15 Economy-long term looks good.

16 Hit by recession at the moment. Big producers are laying off. 20% cut in salary. short week at several companies.

18 Booming industry with changing opportunities.

19 Entertainment constant demand for lot of people.

Question 5, continued.

20 Automotive industry affect-commercials with other companies help to spread out the effect.

21 There are many facets and opportunities available within the industry.

22 Long-term career.

23 Recession.

24 Major changes in communications, not as great an opportunity, growth slowed down-radio struggle v. T.V.

25 Cable industry growing.

27 Take the hard way. Go to small stations where there are opportunities.

28 Need T.V. experience, internship.

30 Slow.

31 Change in ownership of stations has meant paring back operations.

32 Growing field in A.M. radio.

33 Not a lot of openings.

34 Growing field.

35 Good careers.

36 Lot of turnover, so opportunities always exist.

37 Not suffering during recession as much. There is opportunity in industry.

38 Attrition, downsizing.

39 Diverse field-good, very competitive and tough.

40 Long term growth tremendous-very competitive, poor pay.

Communications Arts and Technology Survey Narratives

Question 7: Do you feel that new entry personnel you hire are prepared for jobs in the communications field?

01 Qualifications below the required level. Large number of resumes received.

03 They need to have math skills, be able to read reports and computer skills.

05 Not appropriate for this office.

06 They need experience, know terminology,- need hands on experience.

07 They don't understand job duties, need training and more experience.

08 Internship or membership in an advertising club.

09 They need hands-on experience, internship, co-op.

12 Technically not o.k.

13 There are no technical facilities. Business work not taught. People have unrealistic expectations. Need hands-on skills. Wayne State had their own studio, which he believes many leading people went through.

14 No practical experience. Need hands-on, corporate, industrial.

16 People think they are over qualified and want top salary. "Not my job" which is not appropriate for this industry.

19 Production Assistants need to be able to think on their feet.

22 Need to do internships.

24 Need to do internships and have written skills.

27 Need practical experience. Need to learn contacts, how to sell and negotiate, Need to work on personal relations.

28 Lack of practical experience.

30 Has glamorous image but hard work. Need internship to realize this fact.

31 Attitude adjustment needed.

Question 7, continued.

32 Not enough experience, should have training with no pay. Wayne State, Notre Dame-internships.

33 Not able to write. Need for understanding of news integrity. Need news judgment and understanding of journalism.

36 Hands on experience lacking.

39 May have textbook background but not people skills. Need practical experience.

40 Need to be technically proficient and have writing skills.

Communication Arts and Technology Narratives

Question 10: What related advancement opportunities are available in your business for employees with Communications Arts and Technology skills? Please give examples of job titles.

01 Policy for the firm is to hire from within, 3 tracks at firm with possibilities forlong term employment.

02 Traffic manager, supervisor of billing. Sales to account executive.

03 Sales assistant to planner to salesperson ($100,000 +).

04 Video journalist leads to technical camera which leads to editorial producers etc.

05 Director, vice president, sales representative, account executive. There is clear cut progression.

06 Production assistant, assistant producer, producer, account executive, supervisor.

07 Entry level co-ordinator leading to account representative then supervisor then officer-ship.

08 Coordinator, account executive, supervisor, director.

09 Account administrator, assistant executive, senior executive, producer, director. Well established career path has been developed in this industry.

10 Usually would move from this company to a larger one of our companies.

11 Assistant editor, supervisor, operation-management.

12 Technical - duplication-tech, tape editors, video tech. Support - supervisory or management.

13 Management, plus running your own business.

14 Too small a company.

15 Tape operator, assistant editor, editor, film colorist, colorist.

16 No career progression here. Must move to a larger company or set up own.

19 Production assistant to camera operator or production assistant to coordinator or production assistant to food stylist and props designer.

Question 10, continued.

20 Small company-no real career structure.

21 DFX editing, editor.

22 Production assistant to project co-ordinator to manager, director and senior director.

24 Account executive to manager.

25 Production leads to programming. Sales assistants leads to advertising or marketing person then to coordinator.

26 Production assistant to writers to assignment editors.

27 Production assistant to specialist to coordinator. Assistant managers to manager.

28 Production assistant to production associate to producer to executive producer.

29 Account executive to local sales manager to general sales manager or general management. Program assistant to producer to program manager to announcers.

30 Phone screeners, producers.

31 Screener, producing, executive producer.

32 Account executive to field manager to district manager.

33 Department manager is as far as one can go here. There are only 16 staff members. One would have to go elsewhere to advance.

34 Editorial assistant to reporter to editor.

35 Editorial assistant to associate editor to editor.

36 Media buyer assistant to buyer to media director. Production assistant to producer traffic assistant to assistant producer.

37 Sales assistant to office manager to regional coach. Account executive to senior account executive to director of sales to regional executive.

39 Account executive to senior copy writers to management. Public relations assistant to account executive.

40 Intern to production assistant to editor to producer.

Communications Arts and Technology Survey

Question 14: General Comments.

01 General in content.

02 Work ethic needed. There is a lack of basic English skills and care. Writing skills needed.

04 Strong writing skills needed plus the ability to work with others. Need to be analytical without bias. Need for global awareness and knowledge of more than one language helpful.

05 Practical experience as well as theory. Need for business classes seen as essential.

06 Susan Checkner would be willing to talk to students. Helps to belong to an advertising club.

07 Sharp, go getters who are outgoing and can express themselves. Personality and attitude very important.

08 Stress strong writing skills, media research skills plus math and accounting. Public speaking skills and business-presentation skills necessary.

10 Need for practical applications for day to day operations. Client and supplier, contact. Follow-through necessary for individual.

11 Offer expanded electronics courses, more than basics necessary (oscilloscope). People skills necessary are: friendly, outgoing, personal initiative, team and family oriented.

12 This is a changing industry. There are more levels and places within the video industry. Computer literacy necessary because of the development of desk top computers and mini editing suites. Training is technically difficult to keep up with Difficult to keep up with the equipment and technology. Good basic production skills needed. Radio and T.V. hands-on experience needed. Central Michigan, Michigan State are possible educational sites.

13 The need is for more education than offered at a trade school. There is a need to have realistic expectations. Knowledge of how business is structured and target revenues. 1/2 resumes are for producers and cameramen. Hands-on experience necessary. Need the ability to work hard and develop own skills. working weekends necessary.

Question 14 continued

14 Hands-on experience needed. Skills learned on the job. Shrinking commercial and film market with a corporate lean toward this. Variety of skills needed. Be very good. Hires editors etc. via agencies on a daily or hourly basis.

15 Technical advancement is so fast. Must be creative and computer oriented. All are MacIntosh-based systems.

16 Expand education at basic level plus reading skills. Specs Howard type training is not enough.

19 Be prepared for anything. Must be flexible and able to deal with people.

20 This is a growing and important field. Short term outlook not good.

21 Long hours necessary.

24 There are different facets of communications including T.V. and radio stations, sales representative. There are also newspaper and ad agencies.

27 Must have a relentless personality. It is hard work and not glamorous. Must be flexible.

28 Internship program essential for T.V.

29 They take people from Specs Howard.

30 Specs Howard interns good for small stations. People have unrealistic opinions and expectations. Network personalities difficult. Sales assistant is a good entry level position.

31 Attitude adjustment course is needed, all expect too much.

32 Not enough hands-on experience.

33 Interns in news broadcast needed along with engineering and marketing.

34 Need to work with various colleges such as Macomb, Henry Ford, Oakland, U of M.

35 Skills in interviewing are necessary because of the publishing of automotive magazine.

36 Sales course needed. Retail advertising promoting a store rather than product.

Question 14 continued

37 Need for emphasis on personality and attitude.

38 Large companies hire mainly people with experience gained in a smaller station.

39 Technical skills alone are too narrow. There is need to perform and ability to communicate with personal relationships.

40 Strong writing skills.

APPENDIX D

RADIO AND T.V. STATIONS

* CBS Television Network
26877 Northwestern Highway
Southfield, Mi 48034
(313) 351-2173

* WDIV-TV
550 W. Lafayette Blvd.
Detroit, Mi.48231
(313) 222-0466

* Channel 56
7441 2nd
Detroit, Mi
(313) 873-7200

* WJR-AM
2100 Fisher Bldg
Detroit, Mi 48202
(313)873-9747

* WQBH Community Radio
2056 Penobscot Bd.
Detroit, Mi. 48226
(313) 965-4500

USA Network
2000 Town Center
Suite 2460
Southfield, Mi 48075
(313) 353-1200

* WWJ/WJOI/CBS Radio
16550 W. Nine Mile Rd.
Southfield,MI 48065-5005
(313) 423-3386

* WNIC/WMTG
15001 Michigan
Dearborn, MI 48126
(313) 846-8500

* WXYT/WMXD
15600 W.Twelve Mile Rd.
Southfield,Mi.48076
(313) 569-8000

* WDET-FM
5057 Woodward
Detroit, Mi.
(313) 577-4146

OTHER COMMUNICATION INDUSTRIES

* Crain Communications Inc.
1400 Woodbridge
Detroit, Mi 48207
(313)446-6000

* American Media Counselors
30150 Telegraph,
Suite 360,
Birmingham, Mi.48010
(313) 647-6604

Capital Cities/ABC
National TV Sales
3000 Town Center,Suite 2000
Southfield, Mi 48075
(313) 355-4490

* MVP Communications
1075 Rankin
Troy, Mi
(313) 588-7600

Ward's Communications
28 West Adams
Detroit, Mi.48226
(313) 962-4433

* Major Market Radio
Sales,
4000 Town Center
Southfield, Mi 48075
(313) 358-2060

* P.R. Networks Inc.
65 Cadillac Square
Detroit, Mi.48226-4172
(313) 965-9831

* denotes willingness to have OCC intern

VIDEO PRODUCERS

* Film Craft Video
3760 Enterchange Drive
Farmington Hills, Mi 48331
(313) 474-3900

* Grace & Wild Studios,Inc
23689 Industrial Park Drive
Farmington Hills, Mi.48335
(313) 471-6010

Postique Inc.
Southfield
(313) 352-2610

Allied Film and Video
7375 Woodward Avenue
Detroit, Michigan 48202
(313) 871-2222

* G.T. Network
13225 Capital Avenue
Oak Park, Michigan 48237
(313) 548-2500

* Video Assist
Novi
(313) 349-2666

The Transfer Zone
13251 Northend
Oak Park, Mi. 48237-3212

PRODUCERS

Captive Commercials
Kennesaw
Birmingham MI 48009
(313) 647-4050

Burke Video Co.
1441 E. Maple,Suite 101
Troy, MI 48083
(313)689-2610

* Maritz Communications
600, Renaissance Center,
Suite 1700
Detroit, Mi.48234
(313) 259-7660

* Iluminations 775
24620 Drake Rd.
Farmington Hills, Mi.48335
(313) 442-0310

* Universal/Image Production
26011 Evergreen
Suite 202
Southfield, Mi 48076
(313) 357-4160

Captured Live Productions
4911 Fernlee
Royal Oak, MI 48078
(313) 288-4080

OAKLAND COMMUNITY COLLEGE
COMMUNICATIONS ARTS AND TECHNOLOGY
EMPLOYERS SURVEY

CABLE T.V.

* Maclean Hunter Cable T.V.
24744 Eureka Rd.
Taylor, Michigan 48180
(313) 946-6010

* Cable Media Corporation
33481 West 14 Mile Road,
Suite 90,
Farmington Hills,
Mi.48331

John Stitle & Associates,
305, Barclay Circle,
Suite 1002,
Rochester Hills,
Michigan 48307
(313) 852-90.

Turner Broadcasting Sales,
600 Renaissance Center,
Suite 1270,
Detroit, Mi 48243
(313) 259-4622
(404) 827-1717

* ESPN
5445 Corporate Drive, Suite 180
Troy, Michigan 48084
(313) 641-1540

ADVERTISING AGENCIES

* W.B.Doner & Co.
25900 Northwestern
Southfield 48075
(313) 349-9700

J. Walter Thompson
600 Renaissance Center
Detroit 48243
(313) 568-3800

* Lintas-Campbell-Ewald Co.
30400 Van Dyke
Warren 48093
(313) 574-3400

* Ross Roy Group
100 Bloomfield Hills
Parkway,Bloomfield Hills
(313) 433-6000

* Muskovitz Advertising Inc.
31275 Northwestern Highway
Suite 118
Farmington Hills 48334
(313) 626-1121

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Broadcast Education Association. National Association of Broadcasters. 1771 N.St. N.W. Washington D.C. 20036.

Clervi, Nancy. Michigan Film and Video Production Industry Council (MIPIC). Telephone conversation.

Deaker, Dr. R.. Communications Dept. faculty, Western Michigan University. Telephone conversation

Federal Communications Commission . 1919 M. St. N.W. Washington D.C..

Goldberg, Joanne. Administrator, Detroit Producers Association. Telephone conversation.

Ingram, Steve. Executive Director of the Society of Broadcast Engineers. Telephone conversation, 7002 Graham Rd., Suite 216, Indianapolis, IN 46220.

Kochis, Mark. President of Detroit Producers Association. Telephone conversation.

Kragt, Dave. Communications Dept. faculty, M.S.U.. Telephone conversation.

Lockwood, Janet. Michigan Film Office. Telephone conversation.

Mossburger, Dr. Bill. President Broadcast Education Authority. Telephone conversation, University of Texas, Houston.

National Association of Broadcasters Employment Clearing House. 1771 N. St. N.W. Washington D.C. 20036.

Robins, Wendy. R.B. Productions. President Women in Communications. Telephone conversation.

Thornton, Lee R.. Academic Dean, Norwalk Community College. Consultant, Media Services, O.C.C.. Telephone conversation.

Walsh, Muriel. Adcraft Association, Detroit. Telephone conversation.

Wooliman, Jim. Society of Broadcast Engineers, Certification Authority. Telephone conversation.

Yantis-Voldrich, Cindy. American Women in Radio and T.V.. Telephone conversation.

Williamson, Walter. Vice President, Blacks in Advertising, Radio and Television. Telephone conversation.

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